



## Mayo Elementary

P. O. Box 130  
Mayo, S.C. 29368

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 325 Students           |              |
| <b>Principal</b>      | William A. Browning    | 864-461-2622 |
| <b>Superintendent</b> | Dr. Scott J. Mercer    | 864-578-0128 |
| <b>Board Chair</b>    | Mr. Danny J. McDowell  | 864-578-0128 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2009</b> | <b>Average</b>  | <b>Average</b> |
| 2008        | Average         | At-Risk        |
| 2007        | Average         | Below Average  |
| 2006        | Good            | Good           |
| 2005        | Average         | At-Risk        |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

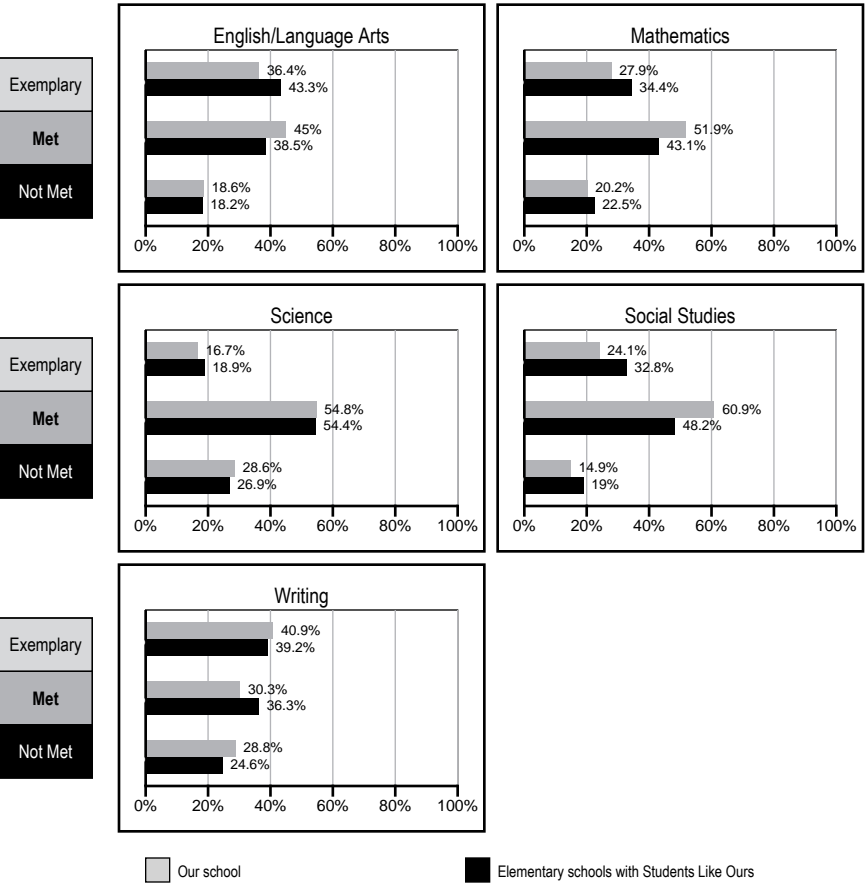
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 16        | 31   | 46      | 0             | 0       |

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=325)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 98.1%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.7%       | Down from 1.9%        | 1.9%                                       | 1.9%                     |
| Attendance rate  | 96.7%      | Up from 96.1%         | 96.3%                                      | 96.3%                    |
| Eligible for gifted and talented   | 9.5%       | Up from 7.9%          | 14.1%                                      | 10.0%                    |
| With disabilities other than speech  | 11.8%      | Up from 8.6%          | 7.4%                                       | 7.7%                     |
| Older than usual for grade   | 0.0%       | No Change             | 0.3%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=19)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 42.1%      | Down from 50.0%       | 61.3%                                      | 59.4%                    |
| Continuing contract teachers   | 63.2%      | Down from 70.0%       | 82.1%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 95.8%      | Down from 98.0%       | 88.3%                                      | 85.9%                    |
| Teacher attendance rate  | 95.6%      | Up from 93.9%         | 95.3%                                      | 95.1%                    |
| Average teacher salary*  | \$48,612   | Down 1.2%             | \$47,426                                   | \$47,149                 |
| Professional development days/teacher  | 13.9 days  | Up from 12.7 days     | 10.9 days                                  | 11.1 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 34.0       | Up from 33.0          | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.3 to 1  | Up from 18.2 to 1     | 19.1 to 1                                  | 18.8 to 1                |
| Prime instructional time   | 91.8%      | Up from 89.2%         | 90.5%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 95.8%      | Down from 97.1%       | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$7,792    | Up 6.9%               | \$6,954                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 58.9%      | Down from 59.5%       | 69.2%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 52.5%      | Down from 54.7%       | 63.1%                                      | 63.2%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Mayo Elementary School was the county winner of the Terrier Tales Reading Contest sponsored by Wofford College and the Spartanburg County Library for the second straight year. Two teachers at Mayo Elementary School were awarded grant funding from the Education Incentive Award program to utilize current technology in instruction in their classroom. Teachers received ACTiVote assessment tools and training to provide immediate feedback from students when they are utilizing Promethean Board technology. All students met or exceeded our 100 Book Challenge school goal of 400 lines this year. This equals 6,000 minutes of reading per student.

The Spartanburg County District Two goal for growth as measured by the Measures of Academic Progress (MAP) was met by 100% of classes in grades 1-5 at Mayo Elementary School. Instructional initiatives were implemented this year, including the addition of a full-time mathematics coach. The coach has worked closely with teachers to guide instruction while using the Math Out of the Box program to teach core curriculum. Our literacy coach introduced and fostered the use of literacy stations to develop comprehension and critical thinking skills.

Notable student achievements for the 2008-2009 school year were as follows:

- 13% of our students received Perfect Attendance Awards.
- 30% of our students made the "A" Honor Roll.
- 36% of our students made the "A-B" Honor Roll.
- 26% of our fifth-grade students received the Presidential Award for Academic Excellence.
- 26% of our fifth-grade students received the Presidential Award for Academic Achievement.

Our students participated in the Walk to School program in the fall of 2008. Instead of walking to school from their homes, students walked in PE classes, logging a total of 500 miles. This program was developed to foster healthy lifestyles among elementary students.

Our PTO initiated a playground-safety inspection. The playground equipment was refurbished and renovated, with sand added for increased safety. Additional equipment will be purchased with funds from the "Pennies for a Purpose" fundraiser that students and their families have been participating in for the last two years. This equipment will be installed in the summer of 2009.

William A. Browning, Principal  
Donna Birch, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 19       | 39        | 24       |
| Percent satisfied with learning environment            | 100.0%   | 92.3%     | 91.3%    |
| Percent satisfied with social and physical environment | 100.0%   | 89.7%     | 100.0%   |
| Percent satisfied with school-home relations           | 100.0%   | 87.2%     | 100.0%   |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance                                  |              |       |
|---|--------------|-------|
|   | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | 2.7%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 5.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.7%      | 94.0%*          | Yes                 |

\* Or greater than last year

**PASS Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 133 | 100  | 18.6 | 45   | 36.4 | 89.1 | 87.4 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 77  | 100  | 20.3 | 45.9 | 33.8 | 89.2 | 84.4 | 79.3 | N/A | N/A |
| Female                       | 56  | 100  | 16.4 | 43.6 | 40   | 89.1 | 90.8 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 129 | 100  | 19   | 44.4 | 36.5 | 88.9 | 89.4 | 89.5 | Yes | Yes |
| African American             | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 82.4 | 73.7 | I/S | I/S |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 90   | 92.3 | I/S | I/S |
| Hispanic                     | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 72.2 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 23  | 100  | 50   | 40.9 | 9.1  | 59.1 | 52.2 | 52   | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 48.5 | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 77.8 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 73  | 100  | 24.6 | 47.8 | 27.5 | 85.5 | 81.4 | 75.5 | Yes | Yes |

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 133 | 100  | 20.2 | 51.9 | 27.9 | 85.3 | 86.3 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 77  | 100  | 23   | 44.6 | 32.4 | 82.4 | 84.3 | 77   | N/A | N/A |
| Female                       | 56  | 100  | 16.4 | 61.8 | 21.8 | 89.1 | 88.5 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 129 | 100  | 20.6 | 51.6 | 27.8 | 84.9 | 88   | 87.2 | Yes | Yes |
| African American             | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 78.6 | 66.7 | I/S | I/S |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 91.9 | 93   | I/S | I/S |
| Hispanic                     | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 77.7 | 76   | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 23  | 100  | N/AV | N/AV | N/AV | 81.8 | 52   | 45.5 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 69.7 | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 81.5 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 73  | 100  | 26.1 | 58   | 15.9 | 78.3 | 80.6 | 70.2 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

|                              | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| <b>Science</b>               |                                  |          |           |       |             |                              |                                |                             |
| All Students                 | 86                               | 100      | 28.6      | 54.8  | 16.7        | 71.4                         | 76.3                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 51                               | 100      | 30        | 54    | 16          | 70                           | 75.2                           | 67                          |
| Female                       | 35                               | 100      | 26.5      | 55.9  | 17.6        | 73.5                         | 77.5                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 83                               | 100      | 28        | 54.9  | 17.1        | 72                           | 80.3                           | 79.5                        |
| African American             | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 60                             | 50.3                        |
| Asian/Pacific Islander       | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 76.3                           | 84.3                        |
| Hispanic                     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 60.6                           | 60.7                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 15                               | 100      | N/AV      | N/AV  | N/AV        | 64.3                         | 35.4                           | 35.6                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 45                             | 46.1                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 65.6                           | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 45                               | 100      | 39.5      | 55.8  | 4.7         | 60.5                         | 65.7                           | 55.1                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 90  | 100  | 14.9 | 60.9 | 24.1 | 85.1 | 77.4 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 49  | 100  | 14.9 | 57.4 | 27.7 | 85.1 | 77.1 | 71.5 |
| Female                       | 41  | 100  | 15   | 65   | 20   | 85   | 77.8 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 88  | 100  | 15.3 | 62.4 | 22.4 | 84.7 | 79.4 | 80.7 |
| African American             | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 70   | 60   |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 76.5 | 88.5 |
| Hispanic                     | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 67.1 | 68   |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 14  | 100  | N/AV | N/AV | N/AV | 84.6 | 43.1 | 43.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 41.2 | 50.7 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 71   | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 48  | 100  | 20   | 64.4 | 15.6 | 80   | 68.7 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 134                              | 100      | 28.8      | 30.3  | 40.9        | 71.2                         | 79.7                           | 70.2                        | 96.7                      | 96.3                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 77                               | 100      | 37.3      | 29.3  | 33.3        | 62.7                         | 73.9                           | 63.2                        | 96.6                      | 96.2                        |
| Female                     | 57                               | 100      | 17.5      | 31.6  | 50.9        | 82.5                         | 86.2                           | 77.5                        | 96.8                      | 96.3                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 130                              | 100      | 28.7      | 31    | 40.3        | 71.3                         | 82.2                           | 79.1                        | 96.7                      | 96                          |
| African American           | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 72.9                           | 57.6                        | 97.8                      | 97                          |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 77.5                           | 86.2                        | 98.3                      | 97.4                        |
| Hispanic                   | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 61.6                           | 62.6                        | 91                        | 96.9                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 68.7                        | N/A                       | 96.2                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 21                               | 100      | N/AV      | N/AV  | N/AV        | 23.8                         | 31.2                           | 26.1                        | 95.7                      | 95                          |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 41.2                           | 54.7                        | N/A                       | 97.4                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 65.8                           | 61.2                        | 97.9                      | 96.9                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 73                               | 100      | 39.4      | 32.4  | 28.2        | 60.6                         | 69.8                           | 58.9                        | 96.1                      | 95.7                        |

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 47                               | 100      | 22.2      | 28.9  | 48.9        | 77.8                  |
|                       | 4     | 43                               | 100      | 14.3      | 52.4  | 33.3        | 85.7                  |
|                       | 5     | 43                               | 100      | 19        | 54.8  | 26.2        | 81                    |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 47                               | 100      | 17.8      | 48.9  | 33.3        | 82.2                  |
|                       | 4     | 43                               | 100      | 4.8       | 54.8  | 40.5        | 95.2                  |
|                       | 5     | 43                               | 100      | 38.1      | 52.4  | 9.5         | 61.9                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 22                               | 100      | 28.6      | 57.1  | 14.3        | 71.4                  |
|                       | 4     | 43                               | 100      | 14.3      | 64.3  | 21.4        | 85.7                  |
|                       | 5     | 21                               | 100      | 57.1      | 33.3  | 9.5         | 42.9                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Social Studies        |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 25                               | 100      | 25        | 54.2  | 20.8        | 75                    |
|                       | 4     | 43                               | 100      | 7.1       | 61.9  | 31          | 92.9                  |
|                       | 5     | 22                               | 100      | 19        | 66.7  | 14.3        | 81                    |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 48                               | 100      | 32.6      | 26.1  | 41.3        | 67.4                  |
|                       | 4     | 44                               | 100      | 22.7      | 29.5  | 47.7        | 77.3                  |
|                       | 5     | 42                               | 100      | 31        | 35.7  | 33.3        | 69                    |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample